

# EXTENSIONS OF REMARKS

## EQUITY, EDUCATION, AND THE WORKFORCE

### HON. MAJOR R. OWENS

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

*Monday, October 25, 1999*

Mr. OWENS. Mr. Speaker, since its inception in 1974, the Women's Education Act has had a tremendous impact on gender equity issues throughout our nation. While women have progressively made gains in the classroom, they are still not properly represented in most Fortune 500 companies. According to a report by Congressional Research Service, women in today's labor market typically earn between 73 cents and 76 cents for every dollar earned by men. In addition, while the government has attempted to address the wage gap differential through various forms of legislation, it appears that women are still disproportionately hired for lower tier jobs with limited access and proper training for middle and upper management positions. In a nation where women now represent more than 46% of the workforce, (up from 33% in 1960) we must continue to close the wage gap by supporting the reauthorization of WEEA.

As we move into the new millennium, this nation and a number of its multi-national corporations are attempting to recruit workers from outside the United States to fill key Information Technology (IT) positions. This trend could be halted if more elementary and secondary schools would mentor and convince young women to take more math and science classes with a stronger emphasis on critical thinking and logical reasoning skills. Moreover, according to the American Association of University Women (AAUW) 65% of all jobs in the year 2000 and beyond will require technological skills, yet women are still being encouraged to take data entry courses. These kinds of statistics are alarming considering that still only 17% of students who take advanced computer science tests are young women. As Americans, it is our responsibility to ensure that women throughout our nation are given every opportunity to strive for academic excellence. Gender equity in the workforce cannot be achieved if we don't continue to cultivate young minds by supporting female interests in jobs that have traditionally gone to males.

Lastly, the impact WEEA has had in the private and public sector is quite evident. More women than ever are being encouraged to take challenging course work while attempting to shatter corporate America's glass ceiling. However, programs such as WEEA are now under attack from political pundits who believe women have caught up and even surpassed men. Clearly, nothing could be farther from the truth. The truth is that while women have made significant gains in corporate America they still trail men in the areas of science and technology. Although gender equity issues are now at the forefront of American politics, programs such as WEEA provide critical research that continues to identify important need

areas. The WEEA Equity Resource Center, which serves as a depository for issues and programs deemed sensitive to the needs of women, provides companies, universities and athletic programs with information on recent policy briefs and studies which impact how women are treated in the workplace. For this reason, I encourage my colleagues to support the reauthorization of WEEA as we send a clear message across this nation that women are our most indispensable resource.

## TRIBUTE TO RONALD PRESCOTT

### HON. HOWARD L. BERMAN

OF CALIFORNIA

### HON. JULIAN C. DIXON

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

*Monday, October 25, 1999*

Mr. BERMAN. Mr. Speaker, we rise to pay tribute to our good friend, Ron Prescott, the recipient this year of the Distinguished Educator Award from the Charter School of Education at California State University, Los Angeles. It is simply impossible to overstate the contribution that Ron has made to public education during the past 38 years. From his early post as a teacher in three inner-city schools to his current position as deputy superintendent for the Los Angeles Unified School District, Ron has devoted his life to improving our public schools and boosting educational opportunities for the young people of his community, State, and Nation.

Ron launched his career in the 1960's as a teacher at two east Los Angeles schools and a third in south Los Angeles. His classes were filled with minority students to whom Ron committed his time, talents, and resources with enormous dedication. In addition to classroom teaching, Ron served as lead teacher for specially funded programs, master teacher and was the sponsor of a student intergroup program. Even after he left the classroom, Ron spent 3 years working as consultant on intergroup relations.

From the early 1970's, Ron has held a number of key administrative posts with the Los Angeles Unified School District. From 1978-81, Ron served as deputy area administrator, providing support services for 55,000 students from 85 different cultural groups. From 1982-84, Ron was administrator for Student Adjustment Services. In this post, he was responsible for direct expulsion proceedings, foreign-student admissions, and liaison services and attendance accounting. In Ron's current position, deputy superintendent in the Office of Government Relations and Public Affairs, he oversees grants assistance, policy research and development, and Parent Community Services, among other duties and responsibilities.

Ron has also worked with numerous outside organizations in the area of public education. In 1973, he founded the Tuesday Night Group, a Sacramento-based education coalition that

remains active. He is also a current board member of Policy Analysis in California Education, and has served a term as president of EdSource (education policy research council).

This is but a sampling of Ron's distinguished career in education. He has been honored by the California Legislature, Phi Delta Kappa, the Padres y Maestros de Aztlan, and the YMCA for his leadership in education and his service to youth. It is an honor to recognize his accomplishments today and to ask our colleagues to join us in saluting Ron Prescott, who has worked tirelessly throughout his career to make a better world for our children. His selflessness and sense of community are a shining example for us all.

## IN RECOGNITION OF ALLEN I. POLSBY, OUTGOING ASSOCIATE GENERAL COUNSEL FOR LEGIS- LATION AND REGULATIONS OF THE DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT

### HON. SAM GEJDENSON

OF CONNECTICUT

IN THE HOUSE OF REPRESENTATIVES

*Monday, October 25, 1999*

Mr. GEJDENSON. Mr. Speaker, in one of the many transitions that are taking place at the Department of Housing and Urban Development, Allen I. Polsby, a mainstay of the Office of General Counsel as Associate General Counsel for Legislation and Regulations, has moved to new duties. Al Polsby grew up in my district, on a farm in Norwichtown, and attended Samuel Huntington Elementary School in the 1940's. Many members of his family, starting in the 1890's, have been prominent in the civic, commercial, educational, medical, and religious affairs of New London County. He has maintained his personal ties to the area through, for example, his membership on the board of directors of the New England Hebrew Farmers Society of Chesterfield, of which his great-grandfather was an original incorporator. But he has made his professional contributions nationally, as a lawyer and Federal civil servant.

For the past 25 years and more, Mr. Polsby has had a hand in the technical, legal aspects of virtually every appropriations measure that has affected HUD and funding for assisted housing and community development nationally. On the basis of his technical mastery, legal erudition, and a singular fair-mindedness that permitted him to generate and keep the trust of every political and technical participant in the appropriations process during his tenure, his views have also often resulted in affecting how the policies of appropriations were made.

The best example of Mr. Polsby's impact on policy is in the now-accepted practices relating to the permitted uses of various classes of unexpended funds carried over from one fiscal year to the next. The legal theories on which these practices have been based, and which have in turn been one of the impetuses for the

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